

ND

PERFORMANCE TRENDS	OVER 4-YEAR	PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	-		

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Definition of Critical Terms

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

		Teachers	Students	Parents
Number of surveys returned		45	66	67

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

Number of Surveys returned	45	00	07
Percent satisfied with learning environment	75.6%	87.9%	86.6%
Percent satisfied with social and physical environment	93.0%	87.7%	65.7%
Percent satisfied with home-school relations	40.0%	90.6%	89.6%

PACT PERFORMANC	E BY GR	DUP						
		/,		alon Basic		/ x	/ <u> </u>	cient and street
	/	ent esting	' .es /	Basil	/ is /	ricient	ancet	ient arced
	rolli	" of Jo	lested of the	Flow	Basic ok	Proficient	Advanced on Profi	cient and cient and cient
	(th)	87	0/0	/	/	/	0/0	cient arced
All atroducts			Er	igiisn/Lar	iguage A			
All students	265	100.0	31.3	46.6	20.9	1.2	22.1	17.6
Gender Male	400	400.0	40.0	44.0	45.0	NI/A	45.0	47.0
Male Female	126	100.0	40.0	44.2	15.8	N/A	15.8	17.6
Racial/Ethnic Group	139	100.0	23.3	48.8	25.6	2.3	27.9	17.6
White	128	100.0	20.6	47.6	30.2	1.6	31.7	17.6
African-American	103	100.0	44.6	44.6	9.8	1.1	10.9	17.6
Asian/Pacific Islander	1 1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	33	100.0	36.7	46.7	16.7	N/A	16.7	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status	IN//	0.0	11//1	IN//	14/74	14/74	14//	17.0
Not disabled	204	100.0	27.3	46.9	24.2	1.5	25.8	17.6
Disabled	61	100.0	45.5	45.5	9.1	N/A	9.1	17.6
Migrant Status					J.,	1,7,7	J	
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	265	100.0	31.3	46.6	20.9	1.2	22.1	17.6
English Proficiency								
Limited English proficient	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	258	100.0	31.3	45.5	21.9	1.3	23.2	17.6
Socio-Economic Status								
Subsidized meals	165	100.0	37.4	47.6	15.0	N/A	15.0	17.6
Full-pay meals	100	100.0	22.5	45.1	29.4	2.9	32.4	17.6
				Madea				
All students	005	100.0	20.0		matics	2.0	10.0	45.5
Gender	265	100.0	38.8	41.6	16.0	3.6	19.6	15.5
Male	126	100.0	46.3	37.2	13.2	3.3	16.5	15.5
Female	139	100.0	31.8	45.7	18.6	3.9	22.5	15.5
Racial/Ethnic Group	139	100.0	31.0	43.1	10.0	3.9	22.3	13.3
White	128	100.0	22.2	47.6	23.8	6.3	30.2	15.5
African-American	103	100.0	60.2	33.3	6.5	N/A	6.5	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	33	100.0	43.3	43.3	10.0	3.3	13.3	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status	1471		,.	1471	,.	14,71	1,71	
Not disabled	204	100.0	33.0	43.3	19.1	4.6	23.7	15.5
Disabled	61	100.0	58.9	35.7	5.4	N/A	5.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	265	100.0	38.8	41.6	16.0	3.6	19.6	15.5
English Proficiency		10.		,				1-1
Limited English proficient	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	258	100.0	38.6	40.3	17.2	3.9	21.0	15.5
Socio-Economic Status	105	400.0	40.0	07.0	40.0	0.7	45.5	45.5
Subsidized meals	165	100.0	46.6	37.8	12.8	2.7	15.5	15.5
Full-pay meals	100	100.0	27.5	47.1	20.6	4.9	25.5	15.5

PACT PERFORMANCE BY GRADE LEVEL

		dir	16,46	leste al Be	ON	885.	Stor.	Advo
		Enoug	18 4 183 0/0	leste ologi		0/0	0/0	Advo olo Profi
				English	n/Langua	ge Arts		
	Grade 3	83	N/A	24.4	39.7	33.3	2.6	35.9
	Grade 4	74	N/A	31.0	38.0	31.0	N/A	31.0
2002	Grade 5	71	N/A	27.1	50.0	22.9	N/A	22.9
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
•	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 3	91	100.0	22.4	44.7	29.4	3.5	32.9
	Grade 4	99	100.0	33.3	45.6	21.1	N/A	21.1
2003	Grade 5	75	100.0	39.2	50.0	10.8	N/A	10.8
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

					~11			
				IVI	athematio	S		
	Grade 3	83	N/A	40.5	49.4	10.1	N/A	10.1
	Grade 4	74	N/A	38.0	38.0	11.3	12.7	23.9
2002	Grade 5	71	N/A	47.1	42.9	8.6	1.4	10.0
2	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
•	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 3	91	100.0	29.4	50.6	17.6	2.4	20.0
	Grade 4	99	100.0	42.9	34.1	17.6	5.5	23.1
2003	Grade 5	75	100.0	44.6	40.5	12.2	2.7	14.9
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE				
C	ur School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 539)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.6%	Down from 6.1%	2.7%	2.4%
Attendance rate	96.6%	Up from 96.5%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	12.7%	Down from 13.2%	11.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.2%	Up from 11.6%	8.7%	8.0%
Older than usual for grade	1.7%	Down from 2.0%	1.3%	1.1%
Suspended or expelled	3.3%	Up from 0.4%	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	28.9%	Down from 32.4%	46.4%	50.0%
Continuing contract teachers	81.6%	Down from 86.5%	85.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.8%	Down from 92.4%	86.0%	86.2%
Teacher attendance rate	98.2%	Up from 97.0%	95.3%	95.3%
Average teacher salary	\$38,536	Down 0.3%	\$39,337	\$39,909
Prof. development days/teacher	5.0 days	Down from 13.1 days	12.5 days	11.4 days
School				
Principal's years at school	4.0	No change	4.0	4.0
Student-teacher ratio	20.2 to 1	Up from 18.7 to 1	18.7 to 1	18.9 to 1
Prime instructional time	94.2%	Up from 92.9%	89.5%	89.7%
Dollars spent per pupil*	\$5,389	Up 13.3%	\$5,897	\$5,892
Percent spent on teacher salaries*	66.8%	Down from 70.0%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.6%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Lighty gualified to oboug in high payorty cabacle	N1/A	N1/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

Abbreviations	for	Miccina	Data
Appreviations	IOL	Missina	บลเล

N/A Not Applicable	N/C Not Collected	N/R Not Reported	I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This year, Berea Elementary teachers, parents, students and staff participated in a variety of school surveys as a part of an in depth study called The School Portfolio. The information we received from the surveys and the information gathered from the other study areas will help our teachers improve instruction and provide better communication with our parents.

Last year's P.A.C.T. test results indicated math as an area to improve. Therefore, this year, teachers worked to improve instruction. We also taught math during the first academic period of the day, we grouped students for math instruction, and we purchased additional math materials for classroom use.

Berea's Hispanic population has increased to twenty percent of our total population. Because of this factor, our school was selected as one of five schools to identify teachers who will become teachers of students with other languages. Six teachers were selected and will become certified in this program, called TESOL (Teaching English to Speakers of Other Languages). The teachers will receive 21 credit hours from Furman University. There will be one teacher at each grade level.

-Patricia Booker-Christy, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.